## *Articulation Questionnaire – Teacher*

***\*developed by Cobb County SLPs, Marietta GA 1996 (Revised 2011)***

# Student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_DOB\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_

**Teacher \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SLP \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Articulation Development Guidelines and Concerns**

Some articulation errors are developmental. Below is a chart that provides the sounds and grades at which the average child should be able to correctly produce each sound. **Please indicate which sounds your student appears to be struggling with.** Please also refer to the chart on page 2 which describes processes that some children use to simplify their speech.

|  |  |  |  |
| --- | --- | --- | --- |
| **K** | **K,G** |  | The girl kicked the can. |
|  | **P, T** |  | Pat and Tom took a trip. |
|  | **F** |  | Get the fish off the floor. |
|  | **Y** |  | Yes, the yogurt is yummy. |
| **Gr. 1** | **L** |  | Let's play with the ball. |
| **Gr. 1.5** | **R initial** |  | Ron ran a really long race. |
|  | **R (vocalic)** |  | The large bird flew over the car. |
|  | **S, Z** |  | Sally sees Zack at the store. |
| **Gr. 2** | **Sh, Ch, J** | | She went to church in June with Jim. |
|  | **Th** |  | I think that dog needs a bath. |

**Sounds in Error:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please ask your SLP for assistance with the following:

|  |  |  |
| --- | --- | --- |
| **Rating Scale** | **Criteria** | **Description** |
| 1 | Non- Developmental error.  - Non stimulable at sound or word level | Refer |
| 2 | Multiple Non developmental Errors (Stimulable) | Refer |
| 3 | One Non - Developmental sound (Stimulable at sound, and word level)  or  Multiple Developmental Sound Errors (Not Stimulable) | At Risk |
| 4 | Developmental Sound Errors (Stimulable at sound or word level) | At Risk |
| 5 | Developmental or Not-Developmental stimulable at sound, word, and sentence level. | No concerns |

**Severity Rating/Action: \_\_\_\_\_\_\_\_\_\_\_**

**Notes, Observations, Comments:**

**Inappropriate Sound Errors for Kindergarten**

The following error patterns should be addressed by an SLP.

**Please circle all that apply.**

|  |  |  |
| --- | --- | --- |
| **Speech Sound/**  **Error Pattern** | **Description** | **Example** |
| *Consonant Deletion* | Deleting or missing consonants (especially final consonants) | “ca” for “ca**t**”, “tru” for “tru**ck**” |
| *Cluster Reductions* | Only pronouncing one sound of a consonant blend | “poon” for “**sp**oon” |
| *Syllable Reductions* | Frequent and consistent syllable reductions for common multi-syllable words | “nana” for “banana”, “copter” for “helicopter” |
| */k, g/ (Fronting)* | A sound normally produced at the back of the mouth is produced in the front of the mouth. | “**t**at” for “**c**at”, “do**d**” for “do**g**” |
| /f,v,s,z,m,n/, “sh”, “th” (Stopping) | A consistent pattern of producing short sounds (stops) in the place of long sounds. \* | “**b**an” for “**v**an”, “**p**an” for “**f**an”, “tun” for “sun” |
| /s, z/ | \*Most errors on /s, z/ are attributable to a frontal lisp.  You may also notice a lateral lisp. | “**th**un” or “**sh**un” for “**s**un”, “**th**ip” for “**z**ip”  slushy sounding “s,z,sh,ch,j” sounds |
|  |  |  |

\* (/s, z/ are often later developing sounds but there are strategies an SLP can provide to

remediate a lisp. Consult your SLP for lisps).

**Teacher’s Rating Scale**

**Articulation Evaluation**

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_Grade: \_\_\_\_\_

**Please complete this form based upon observation of your student’s speech production over the past month and return it to the speech-language pathologist. Your observations will help determine whether this student’s communication problem is adversely affecting his/her educational performance. This document will be included in the student’s final report; thus, it should be completed in ink.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Severe Difficulty | Moderate Difficulty | Mild Difficulty | Average | Above Average |

* 1. **Classroom Participation**

Initiates conversations, answers questions, 1 2 3 4 5

volunteers to respond verbally

* 1. **Intelligibility**

Is readily understood and does not need 1 2 3 4 5

to repeat verbal responses frequently

* 1. **Reaction of Peers to Speech Errors**

Peers are accepting of speech errors. 1 2 3 4 5

* 1. **Reaction of Adults to Speech Errors**

Teachers and other adults interact with and/or call 1 2 3 4 5

on the student despite speech characteristics.

**Please show evidence of speech errors impacting academic functioning:** (Work samples are welcome.)

* 1. **Reading**
  2. **Spelling**
  3. **Writing**
  4. **Class Discussions/Presentations**

(Adapted from: Chapel Hill-Carrboro City Schools)